



Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction

Hathaway Building, 2nd Floor, 2300 Capitol Avenue

Cheyenne, WY 82002-0050

Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

MEMORANDUM NO. 2010-069

TO: School District Superintendents
High School Principals
High School Counselors
Community Colleges Extended Campus Coordinators

FROM: Scott Bullock, Distance Education Consultant
Innovative Connections & Support Unit

DATE: April 2, 2010

SUBJECT: Postsecondary Distance Learning Plans

PLEASE READ AND DISTRIBUTE AS NECESSARY

This memorandum contains information to assist you in the development of a Distance Learning Plan (DLP) template for use when students enroll into a dual-credit distance education course provided by a Wyoming postsecondary institution. The DLP is a student-centered academic contract that details information about each distance education course taken by the student, how many milestones (key topics or required objectives) are presented in each course, how instructional support is to be provided to the student, and how the student's progress will be monitored and reported. Effective for the 2010-2011 school year this DLP needs to be maintained by the resident district (in conjunction with the WDE 591) to support attendance and membership records for distance education students.

Per W.S. §21-13-330, each Wyoming public school district is required to complete one Distance Learning Plan for each student participating in a distance education course delivered by an approved Wyoming Department of Education Provider. The following six community colleges are approved members of the Wyoming Switchboard Network:

- Casper College
- Eastern Wyoming College
- Laramie County Community College

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- Northern Wyoming Community College District
- Northwest College
- Western Wyoming Community College

A Distance Learning Plan template for use with postsecondary institutions can be downloaded at: http://www.k12.wy.us/ICS/WSN/DOCS/DLP_ps.doc

This DLP template should be modified to suit local distance learning policies prior to use with the individual students. An attachment follows that describes this process and provides a sample of the DLP template. If you or your staff has questions, please contact Scott Bullock at 307-777-7418 or via e-mail at sbullo@educ.state.wy.us or Lachelle Brant at (307)777-3679 or lbrant@educ.state.wy.us. Thank you for taking the time to pass this information along to your staff.

SB:lb

Enclosure

Creating a Distance Learning Plan (DLP) for Dual-Credit Distance Education Courses

Each Wyoming public school district is required to complete one Distance Learning Plan for each student participating in a distance education course. The DLP is a student-centered academic contract that details information about each DE course taken by the student, how many Milestones (key topics or required objectives) are presented in each course, how instructional support is to be provided to the student, and how the student’s progress will be monitored and reported.

This document contains information to assist you in the development of a local Distance Learning Plan (DLP) template for use when students enroll into a dual-credit distance education courses provided by a Wyoming postsecondary institution:

- 1.) **Download the WDE Distance Learning Plan Template:** The Department has created a DLP template for use with postsecondary institutions and can be downloaded from:

http://www.k12.wy.us/ICS/WSN/DOCS/DLP_ps.doc

This template must be customized to create a local DLP template which, in turn, will be used to create multiple student specific Distance Learning Plans.

- 2.) **Update the Static Fields to Create a Local DLP Template:** District or school level policies should be added to create a local DLP Template. Sections B, D, E, F, and H on the attached DLP (see pg 4) have been shaded red to indicate these fields are generally static.

The *Resident District Information (Section B)* documents where the student is enrolled.

- All “Resident District Information” fields presented on the DLP are required.
- The district and school information will not change once your local DLP template has been established.
- The “Point of Contact” is the administrator who is ultimately responsible for the students’ education and authorizes their enrollment into the dual-credit distance education course(s).
- The local point of contact’s name, position/title, and contact information should remain constant on each student’s DLP.

RESIDENT DISTRICT INFORMATION	
District:	
School:	
Point of Contact:	
Position/Title:	
Phone:	

The *Distance Education Program Provider (Section D)* is simply the name of the postsecondary institution that is delivering the distance education course. If you are partnering with more than one postsecondary institution, create a DLP template for each of the institutions.

The *Student Accountability (Section E)* confirms that the distance education selection is appropriate to the learning capabilities of the participating student.

- State the (1) student requirements to enroll into a dual-credit distance education course in the space provided. This language will probably remain constant from student to student however it can be modified later to meet the needs of an individual student. Possible enrollment requirements could include the student’s grade level, age, GPA, test scores, staff recommendations, etc.
- State the (2) pre-enrollment consultation provided to the student in the space provided. This pre-enrollment consultation ensures that the distance education course is appropriate to the individual student and may include items such as a readiness survey, orientation class, prior experience, advisement by staff, etc.

STUDENT ACCOUNTABILITY:
Confirmation that the course is appropriate to the learning capabilities of the participating student
(1) Student is aware of and has met the requirements to enroll: <ul style="list-style-type: none"> •
(2) Pre-enrollment consultation: <ul style="list-style-type: none"> •

- All of the “Student Accountability” requirements should reflect the merger of local district/school policies and the program provider’s expectations (which are provided on the Wyoming Switchboard Network).

District Communications and Student Progress (Section F) documents how the district/school will monitor the progress of students enrolled into a distance education course.

- State the requirements and process used for communications between the DE program provider and the resident district. This is the process that is used by the district to receive final course information for the student’s transcript but also midterm grades and other periodic updates as desired. To monitor a student taking a dual-credit distance education course from a post-secondary provider, the student can share their progress through the course Milestones directly with the local facilitator that was assigned as the instructional support.
- Describe the process that takes place if the student is not progressing through the course or not performing well.
- This information should remain static unless policies change.

The *Resident District Instructional Support (Section H)* documents the local staff member who will monitor the students’ progress and describes the communications process between the student and their instructional support. Each district is required to provide instructional support to students enrolled into a distance education course.

- This section documents which staff member will be responsible for monitoring the student’s progress, assisting the student if they are not performing satisfactorily, and providing the student with a point of contact at their school if they have any questions.
- Depending on local policies, the instructional support name, position/title, and contact information may be different for each student’s DLP. However, this information could remain constant if desired. Either way, it is recommended that a default name is entered onto the local DLP template.
- The method of communication information documents the method(s), frequency, and other expectations for the communications between the student and their instructional support.

RESIDENT DISTRICT INSTRUCTIONAL SUPPORT (SUPERVISOR/MENTOR/TUTOR)	
First Name:	
Last Name:	
Phone Number:	
Institution:	
Position/Title:	
Method of Communications:	

At this point, all of the static/reusable text has been inserted and a local DLP template is ready for use with individual students. Save this local DLP for multiple use with students enrolling into dual-credit distance education courses.

- 3.) **Insert Student Specific Information to Create Their DLP:** Student specific information can now be added to the DLP for each distance education student. Sections A, C, and G on the attached DLP (see pg 4) have been shaded green to indicate these fields are specific to the individual student and will be modified.

The *Student Information (Section A)* documents which student is taking the DE course(s). Each student has a unique DLP.

- The fields for the students’ first name, last name, grade level, local school ID, and WISER ID are required and cannot be removed from the DLP.
- Note: The local school ID field is optional and can be removed from the local DLP template if desired. If a local ID is used in the school information system, it is recommended that this field remains available.

STUDENT INFORMATION	
First name:	
Last name:	
Grade level:	
Local School ID:	
WISER ID:	

The *Effective Dates (Section C)* of a DLP are required and cannot exceed one year. Simply enter the course start and end dates.

The *Course Summary (Section G)* documents which distance education courses an individual student is taking. Just one distance learning plan is required per student. If a student is taking more than one distance education course they must be listed individually under this section. All “Course Summary” fields presented on the DLP are required and must be completed.

- For DE courses provided by post-secondary institutions, the “Number of Milestones” can be obtained via either the learning objectives listed in the course syllabus or by obtaining a spreadsheet/report of the assignments used by the course grading system. It is the responsibility of the student to provide the course syllabus or learning objectives to the local facilitator assigned as the instructional support.
- The “Grade Type to Award” will simply be the format the school expects to receive for the students’ district transcript: percent, letter grade, pass/fail mark, etc.

COURSE SUMMARY						
*See syllabus for course calendar and communications with the instructor.						
Instructor Name	Course Title	Course ID	Number of Milestones	K-12 Credits	Post Secondary Credits	Grade Type to Award

DISTANCE LEARNING PLAN (DLP)

For Dual-Credit Distance Education

A	STUDENT INFORMATION	
	First name:	
	Last name:	
	Grade level:	
	Local School ID:	
	WISER ID:	

B	RESIDENT DISTRICT INFORMATION	
	District:	
	School:	
	Point of Contact:	Which local staff member is responsible for the students' education?
	Position/Title:	
	Phone:	

C	EFFECTIVE DATES <i>(not to exceed one year)</i>	
	dd/mm/yy	to dd/mm/yy

D	DISTANCE EDUCATION PROGRAM PROVIDER	
	College:	

E	STUDENT ACCOUNTABILITY:	
	Confirmation that the course is appropriate to the learning capabilities of the participating student	
	(1) Student is aware of and has met the requirements to enroll:	
	• [Add Policy]	Ex: Grade level? Age? GPA? Test scores? Permission or recommendation from the high school principal, counselor, and/or parent? Additional school district criteria?
	(2) Pre-enrollment consultation:	
	• [Add Policy]	Ex: Online readiness survey? Orientation class? Prior experience? Advised by the high school counselor, principal, and/or college outreach personnel?

F	DISTRICT COMMUNICATIONS and STUDENT PROGRESS:	
	Requirements and process used for communications between the DE program provider and the resident district in regard to the student's progress through the course Milestones	
	• [Add Policy]	Information for transcripts? Midterm grades? Other periodic updates? What happens if the student is not progressing through the course or not performing well?

G	COURSE SUMMARY						
	*See syllabus for course calendar and communications with the instructor.						
	Instructor Name	Course Title	Course ID	Number of Milestones	K-12 Credits	Post Secondary Credits	Grade Type to Award (Letter, %, P/F)
				Objectives from the syllabus? Tasks from the grade book?			

H	RESIDENT DISTRICT INSTRUCTIONAL SUPPORT (SUPERVISOR/MENTOR/TUTOR)	
	First Name:	
	Last Name:	This is the local staff member who monitors the students' progress and provides support
	Phone Number:	
	Institution:	
	Position/Title:	
	Method of Communications:	[Add Policy]

Worksheet Key:

Static information for the local DLP template
Specific information for the individual student DLP

Process used for communications between the student and instructional support? Frequency of contact? Other expectations?